EFFECT OF EXPERIENTIAL LEARNING BASED INSTRUCTIONAL STRATEGIES ON STUDENTS' ENGAGEMENT AND LEARNING UTCOMES AMONG MIDDLE STAGE STUDENTS

Synopsis

Submitted in the partial fulfilment for the requirement of

Doctor of Philosophy

In

Education

Submitted by

Sarla Mehra

Under the supervision of

Prof. Meenu Singh

Department of Pedagogical Sciences

Faculty of Education

Department of Pedagogical Sciences, Faculty of Education

Dayalbagh Educational Institute (Deemed to be University)

Dayalbagh, Agra-282005

2023

1.0 INTRODUCTION

Education is a powerful weapon that aids an individual to face the adverse situations of life and overcome them. It is a systematic process that helps to gain knowledge, skills, experience and a sound attitude. It makes one refined, cultured, and civilized (Parankimalil, 2012). But the present scenario of education focuses on just imparting bookish knowledge and rote memorization to students which is not a right way to impart education.

Education in a right way helps in sound learning and holistic development of the student. Learning is nothing but net change in observable behaviour of a learner. There is an organic connection between learning and survival, because it allows the learner to adjust to a changing environment according to the need of the hour.

Children can learn in a variety of ways- through experience, making and doing things, experimentation and expressing themselves both individually and with others. They require opportunities of all these kinds in the course of their development to bring holistic and maximum development (The National Curriculum Framework, 2005).

But at present, it seems to be very difficult to give experience based learning because most of the educational system in undeveloped and developing countries is still following the conventional lecture method of teaching in which the teacher dominates the entire classroom activity. This method of teaching is basically a one way streak from teacher to students (Gillies et al., 2008). Conventional lecture is less student teacher interaction oriented (Saye& Brush, 2006).

Here, student is only recording the content teaching by the teacher and reproduce it whenever needed. There is no provision for freedom, interaction and social development. So, there is a need to provide a platform for experiential learning where they can learn through various kinds of experiences which would retain in their minds for a long time.

Learning about something from a direct experience of doing it or being as directly engaged with it as possible is the keystone of experiential learning (Itin, 1999, as cited in Mcdougall, 2014).

1.1 EXPERIENTIAL LEARNING

The concept of experiential learning was explored by John Dewey, Jean Piaget, and others. But it was made popular by American education theorist David Allen Kolb. He developed the experiential

theory, which is based on the idea that learning is a process whereby knowledge is created through transformation of experience.

An ounce of experience is better than a ton of theory simply because it is only in experience that any theory has a vital and verifiable significance (Dewey, 1916, as cited in Kaur, 2014).

The concept of Experiential Learning generally defined as learning by doing, learning by experience, learning through action, and learning through exploration or discovery. It's the process of making meaning from direct experience.

Beard and Wilson found Experiential learning as a sense making process of active engagement between the inner world of the person and the outer world of the environment". It is thus the active engagement of the whole person through thoughts, feelings and physical activity (CBSE manual on Experiential Learning, 2019).

Experiential learning highlights the importance of learners' participation in all learning processes and tackles the idea of how experience contributes to learning. Experiential learning theory defines learning as "the process whereby knowledge is created through the transformation of experience". (Kolb, 1984)

It is based on four main elements which are operating in a continuous cycle during the learning experience. The Experiential Learning Cycle of David Kolb includes the steps such as: (Kolb, 1984 as cited in Kurt, 2022)

Stage 1- Concrete Experience- Concrete experience can be a completely new experience or reimagined experience that already has happened. In a concrete experience, each learner engages in an activity. It is not enough for learners to just read about it or watch it in action. In order to acquire knowledge, learners must actively engage in the task.

Stage 2- Reflective Observation- At this stage the learner reflects at the situation before forming any opinion. This stage allows the learner to ask questions and discuss the experience with others. The learner must reflect upon the present by connecting it to his past experiences.

Stage 3- Abstract Conceptualization- In this stage the learner gathers and analyzes the information and draws conclusions. The learner moves from reflective observation to abstract conceptualization when they began to classify concepts and form conclusions on the events that occurred. Sometimes it may challenge the pre-existing concept. This focuses on learning by thinking.

Stage 4- Active Experimentation- This stage in the cycle is the testing stage where the learner applies what he has learnt while learning by doing.

The learner can enter learning at any stage, but must go through all the four stages to complete his learning cycle to ensure effective learning. Basically, experiential learning provides learning through reflection on doing, which is often contrasted with rote or didactic learning.

CBSE (2019)has suggested some strategies of experiential learning:

- Film & Documentaries
- Role Play
- Field Trip
- Art based Activities
- Video Projects
- Guest Speakers
- Games and Puzzles
- Group Learning by students
- Peer Tutoring
- Films & Documentaries
- Portfolios

National Education Policy 2020 also emphasises on adoption of experiential learning in all stages of learning across all syllabuses, including hands-on learning, art-integration and sport-integration, story-telling based pedagogy.

Amongst the above Instructional Strategies of experiential learning suggested by CBSE (2019) and NEP 2020, the researcher will employ some instructional strategies according to the chapters of Social Science, the situations and context of the content.

NCF (2005) has also advocates that curriculum should be less loaded with factual information and a link should be created between classroom and outside real world. The effective and efficient way of adopting experiential learning based instructional strategies help in holistic development of learner.

1.2 STUDENTS' ENGAGEMENT

Students' Engagement is something teachers want to see and feel in their classroom. Generally, students' engagement tends to be viewed as the level of interest of students' show towards the topic being taught, their interaction with the content, teachers, and peers, and their motivation to learn and progress through the learning process but it is far beyond and much wider concept.

Students' engagement refers to the level of interest demonstrated by students, how they interact with others in the course, and their motivation to learn about the topics (Briggs, 2015).Students' engagement is created by an effect of motivational process (Skinner et al., 2009).

Kuh (2009) denotes students' engagement as the time spent by learners to academic tasks to play a role in the desired effects and as the quality of their associated efforts. Basically, students' engagement is not only about the time spent by learners on tasks but also their enthusiasm and self-motivation to involve in academic activities.

Students' engagement has three dimensions which are behavioural, emotional and cognitive. Behavioural engagement refers to students' participation in academic and extra-curricular activities. Emotional engagement refers to students' positive and negative reaction to peers, teachers and school. While cognitive engagement talks about students' thoughtfulness and willingness to master difficult skills (Fredricks et al., 2004). Students' engagement in learning process increases the attention and motivates them to engage higher level thinking skills.

1.3 LEARNING OUTCOMES

Learning outcomes are concerned with the achievements of the learner rather than the intentions of the teacher expressed in the aims of a module or course. Learning outcomes can take many forms and can be broad or narrow in nature (Adam, 2004).

Learning outcome refers to what is achieved rather than intended, which is reserved for learning objectives. Learning outcomes are what the student hasactually learned or achieved in the program or course (The Ontario Council of Academic Vice Presidents [OCAV], 2006).

Learning outcomes tell students what they will be able to do at the end of teaching-learning process. These outcomes are measurable and observable. Learning outcomes are the key determinants for achieving meaningful learning. Learning outcomes are student centred rather than teacher centred

because they describe what the students will do, not what the teacher will teach.

2.0 EMERGENCE OF THE PROBLEM

The report of the committee, entitled **"Learning without Burden",**1993 points out that learning at school cannotbecome a joyful experience unless we change our perception of the child as a receiver of knowledge and move beyond the convention of using textbooks as the basis for examination.

The impulse to teach everything arises from lack of faith in children's own creative instinct and their capacity to construct knowledge out of their experience (as cited in National Curriculum Framework [NCF], 2005,p.2).

Students use rote memorization as a method to study which is not an excellent way to study something. It leads to a poor understanding of the concept. So, it gives rise to the need for that type of learning which helps in long-lasting retention of the learnt content. Students can take experience in various ways. It can be through hands on experience, art integration, game integration, studio performances, storytelling etc. We can see at present scenario that Experiential Learning strategies are not much used in teaching learning process due to various affecting factors.

An important objective of the NEP is to foster "experiential learning and critical thinking" among students **(NEP, 2020).**Experiential learning is a way to enrich the classes as well as enrich their students with knowledge and learningexperience that is distinct and more authentic than the learning that typically occurs in classrooms. The weakness of traditional classroom settings can be overcome by adopting Experiential Learning based instructional strategies which are an important pedagogy since a long time and National Education Policy (NEP 2020) emphasizes to use it in classroom situation.

Therefore, with the increased significance and thrust in education for acquiring 21 Century Skills, Experiential Learning has gained momentum. We as educators must strive to imbibe the qualities and skills of the future in our learners, rather than acquiring the talent to simply read and reproduce the text. It activates the learners' curiosity about the real world to observe how things work. Learning through various experiences also helps in lifelong learning in different subjects.

In the curriculum, Social Studies is one of the important courses to make students aware with the past history, present geographical environment, proper functioning of the state and country and economic

growth and developments. This subject provides factual information, day to day problems, and environmental awareness to the students.

The **National Curriculum Framework 2005** has highlighted the importance of the course in the following words as "Studying the Social Science provides learners the social, cultural and analytical skills required to adjust to an increasingly interdependent world".

NCF 2005 has put forth some problems also related to this subject such as uninterested in comprehending its content, text centered, and focus is on production of factual information only. Also it is far away from reality of child and no application in day to day life. So, Social science content should aim at raising students' awareness through critically exploring and questioning familiar social realities.

National Education Policy (NEP, 2020) recommends using experiential learning which includes hands-on learning, art-integrated and sports-integrated education, story-telling based pedagogy at all stages of education.

Result of achievement surveys like National Achievement Survey (NAS), various State Level Achievement Survey (SLAS) conducted by stated, exams like Program for International Student Assessment (PISA) etc. and a general debate in the country for better quality of education have become the catalysts in bringing about the much-needed movement towards the Experiential learning pedagogy, with a focus on hands-on experience through real-life situations, to raise the competence level of the Indian students (CBSE Manual, 2019, p.10).

3.0 JUSTIFICATION OF THE PROBLEM

National Education Policy 2020 emphasizes hands-on experiences and experiential learning as well as neglects bookish and rote memorization. In the present scenario experiential learning plays a vital role because it helps in shifting the Childs' learning from rote learning to meaningful learning. In order to gain overall conceptual clarity of the content, the teacher needs to focus more on experiential learning rather than traditional learning. Experiential learning focuses on practical application of knowledge and skills to real-world related experiences to increase learners' knowledge and competence.

Several studies have been conducted on Experiential learning in different teaching-learning situations.

Gallop et al., in 2023 studied the impact of Experiential Learning on Professional Identity:

Comparing Community Service- Learning to Traditional Practical Pedagogy and its findings show that Community Service Learning represents a pedagogical and philosophical approach that promote experiential learning by incorporation intentional course based lessons with service in the community. The research also found that developing a Community Service Learning Practicum led to substantive shift in professional understanding for the students who participated in a Community Service Learning opportunity.

Kingkaew et al., in 2023 study a learning environment to promote awareness of the experiential learning processes with Reflective Writing Support and it demonstrates how the learning support function enhances experiential learning and enables the desired learning process to be captured.

Rani &Tyagi in 2023 wrote article on Experiential Learning in School Education: Prospects and Challenges, its findings highlights the significance of experiential learning, challenges in the effective implementation of experiential learning in the teaching-learning process and some suggestive measures to overcome these challenges.

Nguyen in 2022 researched on the effect and effectiveness of experiential learning for university students and shows experiential learning vital role during the teaching as well as learning process of the students.

Uzun & Uygun in 2022 conducted a research on the effect of simulation based experiential learning application on problem solving skills in social studies education and revealed that simulation based experiential learning applications enhances students' problem solving skills.

Uyen in 2022 studied the effectiveness of experiential learning in teaching arithmetic and geometry in sixth grade and its findings reveal that the experiential learning activities positively influenced math learning attitudes and students' achievement progress in the classroom.

Cotic et al., in 2021 conducted a research on the effect of cross-curricular integration on pupils' knowledge gained through experiential learning and its findings indicated that the cross-curricular learning model has a positive effect on pupils' achievement in science and mathematics through experiential learning.

Noor et al., in 2020 investigated on perception of students' experiential learning in relation to theoretical concept with real practice and its results indicated that students have satisfactory results for

having experience in experiential learning. They achieved meaningful learning experience through this method which required them to have full involvement along the process of problem solving.

Narang in 2018 studied on Experiential Learning through Drama: A Study of Students Reflection on Social Issues. Its findings reflected the impact of drama experience to the extent of students' challenging stereotyped attributes, stereotyped careers, traditional distribution of household chores, stereotypical roles and parents' decision for gender parity between girls and boys.

Baffour & Achemfuor in 2018 conducted a study on quality assurance through experiential learning in a distance education context: the views of major stakeholders. The findings indicated that all the major stakeholders involved in providing experiential learning in the UNISA teacher training program support the idea of collaboration as the basis of quality teacher training.

Chesimet in 2016 conducted a research on effects of Experiential Learning Approach on Students' Mathematical Creativiy in Kericho East Sub-Country and found Experiential Learning approach has a positive effect on Mathematical Creativity among Secondary School Students.

Woods in 2011 investigated study on experiential learning and its influence on social change. It indicates that experiential learning gives positive effect on social change.

After going through all these literature, the researcher observed that most of the researches have been done on professional identity, academic achievement, self efficacy, scientific attitude, mathematical creativity, enhancing environmental ethics,problem solving skills**,** teaching arithmetic and geometry in relation to experiential learning.

Findings related to these studies show positive effect of experiential learning in all the situations and at all the levels. The results also highlight that this would be a process of making active engagement between the inner world of the person and outer world of the environment. The active engagement of the whole person thought, feelings and physical activities would not only promote better understanding by acquiring direct experience but also help to create their interest in the subject.The effective teaching learning process plays a vital role in achieving learning outcomes.But due to the large-scale heterogeneity in Indian classrooms and other factors, teachers face challenges to cater the needs of all learners together (Rani &Tyagi 2023).

National Education Policy (NEP 2020) emphasizes to adopt experiential learning including hands on

learning, art integration and sport integration and story-telling pedagogy which are not used together in any researches found by the researcher.Therefore, the purpose of this study is to explore also the challenges which will be faced by the researcher to incorporate experiential learning in teaching learning process.

As per the documental draft of NEP 2020, it was suggested that experiential learning with critical thinking must be included in teaching learning process at middle stage also as students are going to the Secondary Stage without any remarkable experiences.

The researcher found that most of the researches related to experiential learning are confined to the specific form of instructional strategies i.e. field visit, role play, virtual reality, augmented reality etc but present study will not be confined to the specific instructional strategy which is somewhere mostly lacking in previous review of related literatures. So, the researcher has decided to incorporate various forms of instructional strategies of experiential learning based on the recommendation given by The National Education Policy 2020 and CBSE in 2019 also.

The deep reflections of studies strengthened our belief that even concepts such as rights, democracy, equality that appear so distant from a child's understanding can be with properly designed instructional strategies and activities explained clearly to students. Rational behind choosing Social Science is that this subject is assumed to be abstract, to what is more concrete in nature and can be easily understood by the students.

Review of the related literature also reveals that very few studies or almost none study has been conducted with the variables such as students' engagement and learning outcomes together with the experiential learning based instructional strategies in context of social science subject for class VII in IndiaSo, Research gaps also depicted that there is unavailability of research in relation to Effect of Experiential Learning based Instructional Strategies on Students' Engagement and Learning Outcomesamong middle stage students. So, the researcher wants to apply Experiential Learning based Instructional Strategies through teaching Social Science to class VII (Middle Stage) students.

Along with this the Experiential Learning based Instructional Strategies which the researcher is going to take for intervention is based on the strategies suggested by NEP 2020 and CBSE in 2019 according to the lessons of Social Science, the situations and context of the content.

The studies reviewed are helpful in identifying the gap that existed in the present study. After the process of reviewing researches, the following questions come in the mind of the researcher in the context of Experiential Learningfor middle stage students: Such as,

1. How far the Experiential Learning based Instructional Strategies can benefit the teaching learning process as compared to the Conventional Method?
2. Whether the Experiential Learning based Instructional Strategies would increase Students' Engagement among Middle Stage Students?
3. What will be the effect of Experiential Learning based Instructional Strategies on Learning Outcomes in Social Science among Middle Stage students?

4.0 STATEMENT OF THE PROBLEM

In the context of the above mentioned questions, the researcher frames the research problem as **"Effect *of Experiential Learning based Instructional Strategies on Students' Engagement and Learning Outcomes among Middle Stage Students".***

5.0 OPERATIONAL DEFINITIONS OF THE TERMS TO BE USED IN THE STUDY

5.1 EXPERIENTIAL LEARNING

According to Kolb (1984) – "Experiential Learning is the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience".

According to Kraft & Sakofs (1988)–"Experiential learning is a teaching method, the process of actively engaging students in an authentic experience that will have benefits and consequences. Students make discoveries and experiment with knowledge themselves instead of hearing or reading about the experiences of others and also reflect on their experience, thus develop new skills, new attitudes and new theories".

OPERATIONAL DEFINITION

The definition given by David Kolb will be accepted as the operational definition for the present study.

5.2 INSTRUCTIONALSTRATEGIES

According to Dick & Carey (2005) – "Instructional Strategies are the process of sequencing and

organizing contents, specifying learning activities and deciding how to deliver the content and activities".

OPERATIONAL DEFINITION

In the present study, the term Instructional Strategies will be taken as the process of sequencing and organizing content, specifying learning activities and deciding the techniques and tactics to deliver the content according to instructional objectives.

5.3 STUDENTS' ENGAGEMENT

According to Briggs (2015) – "Students' engagement has been described as the level of interest demonstrated by students, how they interact with others in the course, and their motivation to learn about the topics".

OPERATIONAL DEFINITION

In the present study Students' Engagement would refer to cognitive, behavioural, emotional and kinaesthetic involvement of students during teaching learning process.

5.4LEARNING OUTCOMES

According to UNESCO (2004) - "Learning outcomes are the statements of what a learner is expected to know, understand and be able to demonstrate after completion of process of learning as well as the specific intellectual and practical skills gained and demonstrated by the successful completion of a unit, course or programme".

According to Ministry of Human Resource Development (MHRD) (2017)-"Learning outcomes are assessment standards indicating the expected levels of learning that children should achieve for that class".

OPERATIONAL DEFINITION

In the present study, learning outcomes referto what a learner knows, understands and reproduces after the completion of his learning.

5.5 MIDDLE STAGE STUDENTS

According to NEP, 2020 - Middle Stage comprises of three years of education from class 6^{th} to 8^{th}.

OPERATIONAL DEFINITION

In the present study, middle stage students mean the students studying in 7^{th} class of their middle stage

school.

6.0 OBJECTIVES OF THE STUDY

The objectives of the present study are as follows:

1. To apply Experiential Learning based Instructional Strategies through lesson plans in Social Science among Middle Stage Students.
2. To study the effect of Experiential Learning based Instructional Strategies on Students' Engagement in Social Science among Middle Stage Students.
3. To study the effect of Experiential Learning based Instructional Strategies on Learning Outcomes in Social Science among Middle Stage Students.

7.0 HYPOTHESES OF THE STUDY

Ha_1: There will be a significant effect of Experiential Learning based Instructional Strategies on Students' Engagement among Middle Stage Students.

Ha_2: There will be a significant effect of Experiential Learning based Instructional Strategies on Learning Outcomes among Middle Stage Students.

8.0 DELIMITATIONS OF THE STUDY

The study will be delimited to the following points:

1. The study will be delimited to Agra city only.
2. The study will be delimited to U.P Boards schools selected from Agra only.
3. The study will be delimited to class VII students.
4. Only Social Science subject will be taken for the present study.
5. Experiential Learning based Instructional Strategies will be based on the recommendation of NEP 2020 and CBSE 2019.

9.0 METHODOLOGY OF THE STUDY

9.1 VARIABLES OF THE STUDY

Independent Variable:

1. Experiential Learning based Instructional Strategies

Dependent Variables:

1. Students' Engagement

2. Learning Outcomes

Extraneous Variables:

The following variables will be controlled:

Table 1: Exhibiting the method of controlling Extraneous Variables

Category of Variables	Variables	Controlling Techniques	Methods of Controlling
Subject related Variables	Age	Sample selection	Through Randomization
	Anxiety Motivation	Rapport establishment	By Researcher
Environment related variables	Classroom climate	Rapport establishment	By Researcher
	Noise	Removed	Psychologically by Researcher
	Light Test time Test administration	Constancy	By Researcher
Sequence related variables	Fatigue	Eliminated	Psychologically by Researcher
	Cooperation	Constancy	By Researcher

9.2 METHOD OF THE STUDY

The Quasi Experimental research design will be used to test the effect of Experiential learning based Instructional Strategies on Students' Engagement and Learning Outcomesamong middle stage students.

9.3 RESEARCH DESIGN

The design of the experiment will be of two groups Pre-test Post-test design which will be conducted in three phases:

1. **Planning Phase** – It will include the development of lesson plans using Experiential Learning based Instructional strategies.
2. **Experimentation Phase –** The researcher will execute Experiential Learning based Instructional Strategies by using lesson plans on experimental group and conventional method of teaching on control group.
3. **Evaluation Phase -** After completion of experimentation phase, researcher will organized post test of experimental and control group by using Students' Engagement and Learning

Outcomes tools to collectinformation about post data scores related with the effect of Experiential Learning based Instructional Strategies on Students' Engagement and Learning Outcomes of students.

Table 2: Table showing research design

PHASE-I PLANNING					
	PHASE-II EXPERIMENTATION				**PHASE-III EVALUATION**
	Pre- Test	**Intervention**	**Duration**	**No. of lesson plans**	**Post- Test**
Control Group N=40 approx	Assess the level of Students' Engagement & Learning Outcomes	Teaching through Conventional Lessonplans.	3 months	20	Assess the level of Students' Engagement & Learning Outcomes
Experimental Group N=40 approx	Assess the level of Students' Engagement & Learning Outcomes	Teaching using Experiential Learning based Instructional Strategies through Lesson plans.	3 months	20	Assess the level of Students' Engagement & Learning Outcomes

9.4 STEPS TO DEVELOP LESSON PLANS TO USE EXPERIENTIAL LEARNING BASED INSTRUCTIONAL STRATEGIES

The researcher will use Experiential learning based Instructional Strategies through lesson plans. The steps are as follows:

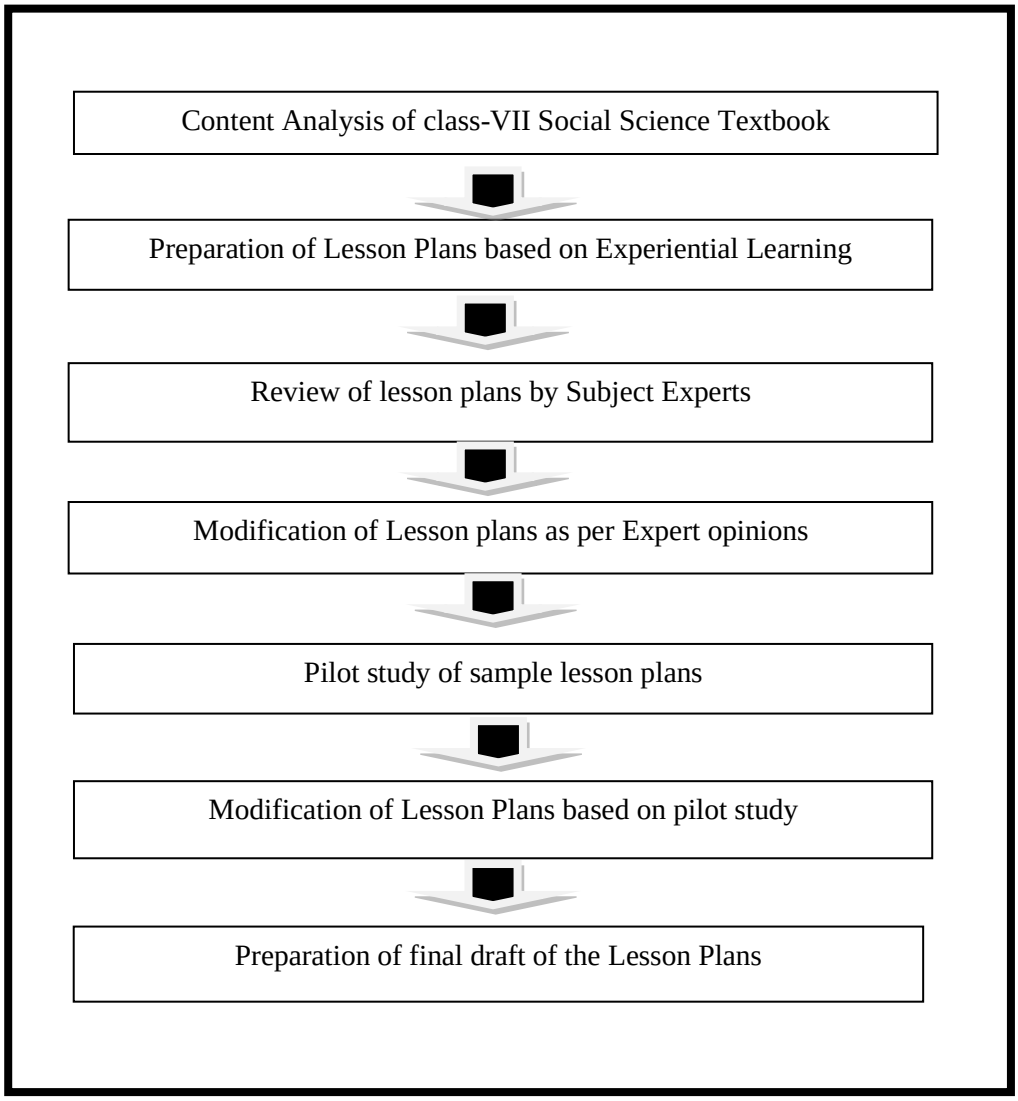
Content Analysis of class-VII Social Science Textbook
Preparation of Lesson Plans based on Experiential Learning
Review of lesson plans by Subject Experts
Modification of Lesson plans as per Expert opinions
Pilot study of sample lesson plans
Modification of Lesson Plans based on pilot study
Preparation of final draft of the Lesson Plans

Fig. 1: Steps for developing Lesson Plans using E.L based Instructional Strategies

The framework of lessons to be taught by Experiential Learning based Instructional Strategies are as mentioned below:

Table 3: Framework of Lessons to be taught by Experiential Learning based Instructional Strategies

Chapters	S.No.	Teaching Points	Experiential Learning based Instructional Strategies
Environment	1	Concept of Environment Components of Environment	
	2	Types of Environment Domains of Environment	
	3	Concept of Ecosystem Understanding of Barter System	
	4	Interior of the Earth Kinds of Rocks	

Inside Our Earth		Formation of Rocks (Rock Cycle)	Hands-on Learning, Art integration, Sport integration, Story-telling, Videos, Field Trip, Group Learning etc.
Our Changing Earth	5	Concept of Lithospheric Plates Earth Movement	
Air	6	Concept of Atmosphere Concept of Green House	
	7	Understanding of Global Warming Composition of Atmosphere	
	8	Structure of the Atmosphere Concept of Air Pressure	
	9	Concept of Weather Weather Instruments	
Water	10	Concept of Terrarium Water Cycle Distribution of Fresh Water	
Life in the Deserts	11	Life in the Cold Deserts Versus Life in the Hot Deserts	
Equality in Indian Democracy: On Equality	12	Concept of Equality Meaning of Universal Adult Franchise	
State Government: Role of the Government in Health	13	Concept of Health Healthcare Facilities in India The Costa Rican Approach	
How the State Government Works	14	Concept of MLA Understanding of Legislative Assembly Working of the State Government	
Growing up as Boys and Girls	15	Growing up in Samoa & Madhya Pradesh Understanding of lives of domestic workers Women's work & Equality	
Women Change The World	16	Difference between Stereotype & Discrimination	
Understanding Media	17	Concept of Media Concept of Advertisement	
Tracing Changes through A Thousand of Years	18	Meaning of Cartographer Historian and their sources	
New Kings & Kingdoms	19	Major New Kingdoms in 17^{th}-20^{th}century 17^{th}- 20^{th}century Major New Kingdoms on map	
Administration of New Kings in 17th Century	20	Administration of New Kings in 17th-20th Century	

9.5 SAMPLE OF THE STUDY

In the present study the population of the study will be U.P board schools of Agra city. The selection of school and class will be taken through purposive sampling. The selection of sections will be taken from random sampling to form Experimental group and control group and number of units for sample

will be taken through intact group.

The procedure of sample selection is presented in the form of flow chart as follows:

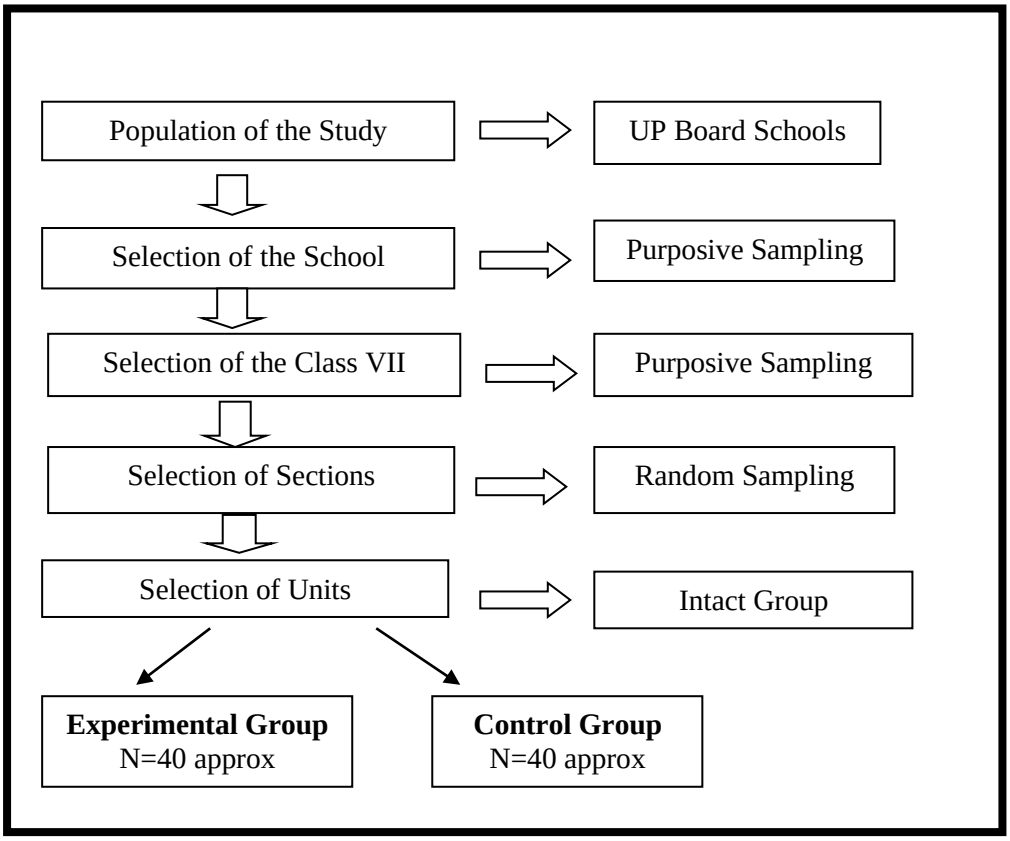

Fig. 2: Shows the Sampling Procedure

9.6 TOOLS OF THE STUDY

Students' Engagement:

Table 4: Survey Table of Students' Engagement Tools

S.No	Tool	Author	Year	Level
1.	**Students Engagement Scale**	**Dr. HemantLata Sharma & MansiChowdhry**	**2022**	**11-14 yrs**
2.	Students Engagement in Learning Scale	Raj Kumar Pal & Nil Ratan Roy	2022	Secondary Level
3	University Students Engagement Scale	Savita Gupta & Renu Nagpal	2021	Higher Education

As per the requirement of the study, Students Engagement Scale by Dr. Hemant Lata Sharma & Mansi Chowdhry to measure students' engagement for middle stage students of class VII was found appropriate.

Learning Outcomes- Self-constructed tool for measuring learning outcomes in Social Science of class VII will be prepared by the Researcher as Learning outcomes are subject and content specific so reviewed tools do not cater with need of the present study.

9.7 STATISTICAL TECHNIQUES

In the present study, the following statistical techniques will be used by the Researcher:

DESCRIPTIVE STATISTICS:

Mean: Mean value will be calculated for the distribution of Students' Engagement scores and Learning Outcomes scores.

Standard Deviation: Standard Deviation will be calculated so as to study the variation in the scores.

INFERENTIAL STATISTICS:

ANCOVA: ANCOVA will be used for comparing results between experimental and control group by controlling covariate effects.

GRAPHICAL REPRESENTATION OF DATA:

Graphical representation will be used for presenting data and findings in visual form.

9.8 SIGNIFICANCE OF THE STUDY

The present study is significant from the following ways:

1. With the help of experiential learning based strategies, learners will become active rather than passive in their learning and be able to construct their own knowledge by adding their personal experiences.
2. It lays foundation for meaningful understanding of learner. It will help to remove monotonous learning.
3. With the help of experiential learning based classroom transactions, a teacher can teach in a way that helps students to retain new information for a longer period of time.
4. It will also provide teachers numerous ways to engage students in a meaningful learning.
5. Knowledge of Experiential learning based instructional strategies will provide basis to curriculum planners for designing the more appropriate curriculum.
6. The parents will also be benefitted from the study as the data will assist parents to know the importance of experiential learning and will help in maximizing the potential of students in order

to perform well in their academic field.

7. This study can be used in identifying the effect of experiential learning based instructional strategies on students' engagement and learning outcomes and providing instructions according to it will contribute to effective learning experiences.

Therefore, this research will be helpful to administrators, educationist, parents, teachers and students.

9.9 PROCEDURE OF THE STUDY

The research procedure mentioned below shows the comprehensive design of the present research study.

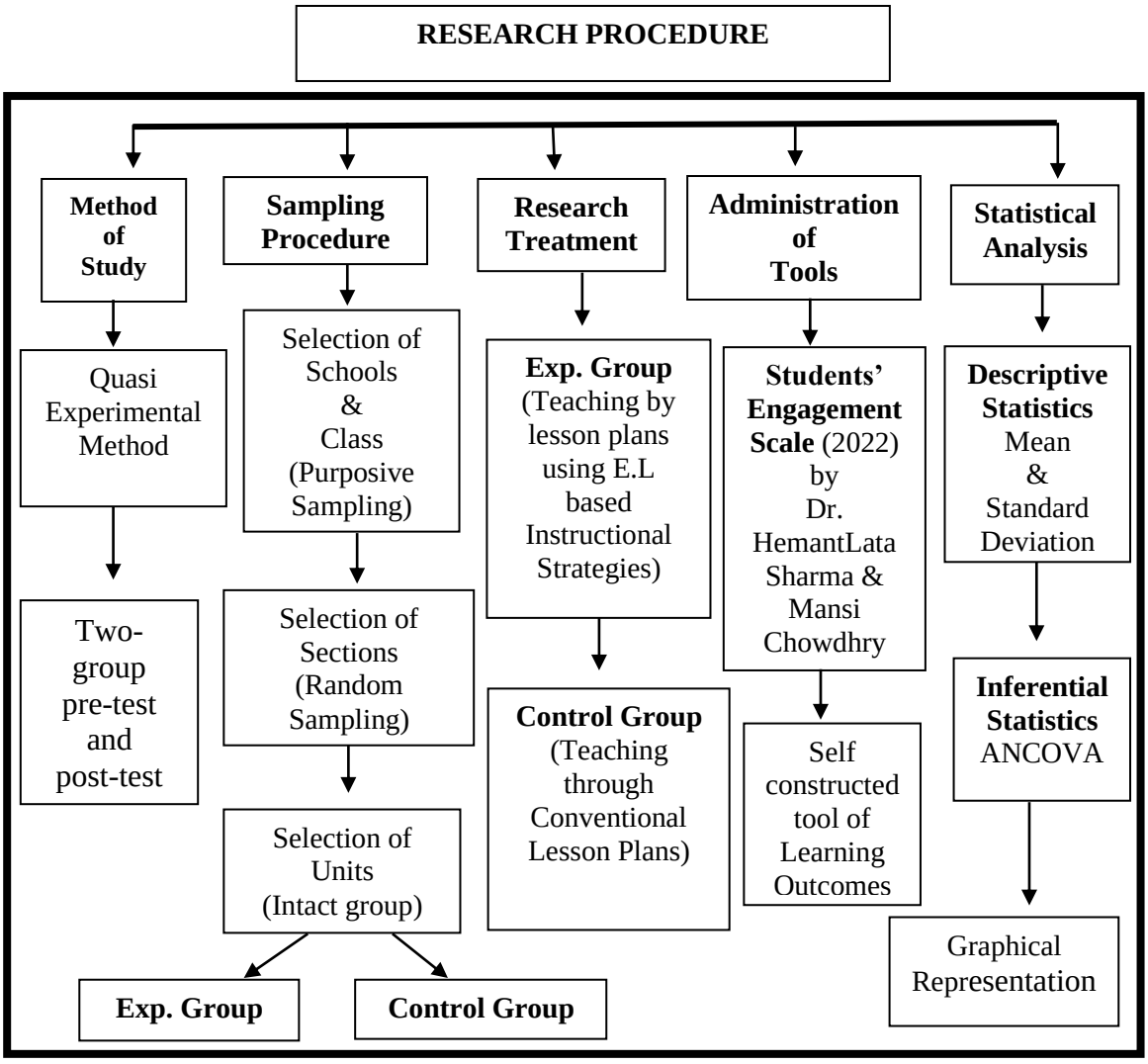
RESEARCH PROCEDURE
Method of Study
Sampling Procedure
Research Treatment
Administration of Tools
Statistical Analysis
Quasi Experimental Method
Selection of Schools & Class (Purposive Sampling)
Exp. Group (Teaching by lesson plans using E.L based Instructional Strategies)
Students' Engagement Scale (2022) by Dr. HemantLata Sharma & Mansi Chowdhry
Descriptive Statistics Mean & Standard Deviation
Two-group pre-test and post-test
Selection of Sections (Random Sampling)
Control Group (Teaching through Conventional Lesson Plans)
Self constructed tool of Learning Outcomes
Inferential Statistics ANCOVA
Selection of Units (Intact group)
Graphical Representation
Exp. Group
Control Group

Fig. 3: Shows the Research Procedure

9.10 CONCLUSION

The researcher feels the need to carry out the present study after reviewing the wide variety of

literature. The researcher found that teaching Social Studies through Experiential Learning based Instructional Strategies with its impact on Students' Engagement and Learning Outcomes has been explored less. The researcher could not find any experimental researches on Experiential Learning based Instructional Strategies in Social Science for Middle Stage Students.

Therefore this research aims to study the effect of Experiential Learning based Instructional Strategies on Students' Engagement and Learning Outcomes Among Middle Stage Students and assess its viability in the Indian context.

REFERENCES

Adam, S. (2004). Using Learning Outcomes: A consideration of the nature, role, application and implications for European education of employing 'learning outcomes' at the local, national and international levels.*United Kingdom Bologna, Heriot-Watt University (Edinburgh Conference Centre)* Edinburgh. Scotland.

Baffour, K.P.Q; &Achemfuor, A.A (2018). "Quality assurance through experiential learning in a distance education context: the views of major stakeholders". *Turkish Online Journal of Distance Education, 19.*

Briggs, A. (2015, Feb.). "Ten ways to overcome barriers to student engagement online".*Online Learning Consortium,* http://onlinelearningconsortium.org/news_item/tenways-overcome-barriers-student-engagement-online/

Central Board of Secondary Education (2019).Experiential Learning Handbook. New Delhi. http://cbseacademic.nic.in/web_material/Manuals/ExperientialLearning.pdf

Chesimet, M.C; Githua, B.N; Ng'eno, J.K. (2016). Effects of Experiential Learning Approach on students' Mathematical Creativity in Kericho East Sub-County, Kenya.*Journal of Education Practice.7(23)*

Cotic, N; Cotic, M; Felda, D; Krmac, N. (2021). The effect of cross-curricular Integration on pupils' knowledge gained through experiential learning. *Cypriot Journal of Educational Science.16(6).*https://doi.org/10.18844/cjes.v16i6.6512

Cynthia, J.G; Guthrie, B; Asante, N. The Impact of Experiential Learning on Professional Identity: Comparing Community Service- Learning to Traditional Practica Pedagogy. Journal of

Experiential Education.Sage Publication. DOI: 10.1177/10538259231154888

Dick, W; & Carey, J. (2005)., "Module 4: Design (P3: Instructional Strategy)" . *Principles of Design and Management in Distance Education.*

Fredricks, J.A., Blumenfeld, P.C., & Paris, A.H. (2004). "School Engagement: Potential of the Concept, State of the Evidence". *Review of Educational Research, 74(1),* 59-109. Doi: 10.3102/00346543074001059

Gillies, R.M., & Khan, A. (2008).The effects of teacher discourse on student's discourse, Problem solving and resoning during cooperative learning.*International Journal of Educational Research, 47(6),* 323-340.

Harvey, L., 2004-23, Analytic Quality Glossary, Quality Research International, http://www.Qualityresearch international.com/glossary/learningoutcomes.html

Kaur, M. (2014).*Effect of experiential learning strategies on attainment of spatial geometry skills among primary school students in relation to locus of control [Ph.D., Punjab University].Shodhganga.https://shodhganga.inflibnet.ac.in/handle/10603/149605*

Kingkaew, C; Theeramunkong, T; Supnithi, T; Chatpreecha, P; Morita, K; Tanaka, K; Ikeda, M. (2023). A Learning Environment to promote Awareness of the Experiential Learning Processes with Reflective Writing Support. Multidisciplinary Digital Publishing Institute.13(1).Vol-64. DOI- 10.3390/edusci13010064

Kolb, D. A. (1984). Experiential Learning: Experience as the source of learning and development. Eaglewood Cliffs, NJ : Prentice Hall, http://dspace.vnbrims.org:13000/xmlui/bitstream/handle/123456789/4267/Experiential%20Learning%20A%20Handbook%20for%20Education,%20Training%20and%20Coaching.pdf?sequence=1

Kraft, D., &Sakofs, M. (1988)."The theory of experiential education". Boulder, CO: Association of Experiential Education. https://psychology.fandom.com/wiki/Experiential_learning

Kuh, G.D (2009), "What Student Affairs Professionals Need to Know about Student Engagement", *Journal of College Student Development*. Vol. 50, no. 6, pp. 683-706. https://doi.org/10.1353/csd.0.0099

Kurt, S. (2022). “Kolb Experiential Learning Theory & Learning Styles”.*Educational Technology.https://educationaltechnology.net/kolbs-experiential-learning-theory-learning-styles/*

Macdougall, K. (2014). Experiential learning for the history classroom.*Experiential learning for the history classroom: Engaging learners on different levels and in different ways to encourage lifelong love for learning,* p. 7.

Ministry of Human Resource Development (MHRD) (2017).Learning outcomes at elementary level. https://mhrd.gov.in/sites/upload_files /mhrd/ files/Learning_outcomes.pdf

Narang, A. (2018). Experiential Learning through Drama: A Study of Students Reflection on Social Issues. University of Delhi.

National Council of Educational Research and Training (2005).National Curriculum Framework. New Delhi. https://ncert.nic.in/pdf/nc-framework/ncf2005-english.pdf

National Policy of Education (2020).National Policy of Education. New Delhi. https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

Nguyen, N.N. (2022). Research on the effect and effectiveness of experiential learning for university students.*Journal of Positive School Psychology,6(8).*

Noor, N.A.M., Ariffin, K; Darus, N.A., Alias, A. (2020).The perception of students’ experiential learning in relation to theoretical concept with real practice.*International Journal of Academic Research in Progressive Education and Development. Vol.9.*http://dx.doi.org/10.6007/ijarped/V9-I4/8176

Ontario Council of Academic Vice Presidents.(2006). In Analytical Quality Glossary. https://www.qualityresearchinternational.com/glossary/learningoutcomes.htm#:~:text=The%20Ontario%20Council%20of%20Academic,in%20the%20program%20or%20course.

Parankimalil, J. (2012).“Meaning, Nature and aims of Education”. https://johnparankimalil.wordpress.com/2012/03/26/meaning-nature-and-aims-of-education/

Rani, K., &Tyagi, T.K (2023). “Experiential Learning in School Education: Prospects and challenges”. *International Journal of Advance and Applied Research, 10(2).*https://10.5281/zenodo.7652609

Saye, J.W., & Brush, T. (2006). Comparing teacher's strategies for supporting student inquiry in a problem based multimedia-enhanced history unit. *Theory and Research in Social Education, 34 (2),* 183-212

Skinner, E. A., Kindermann, T. A., Furrer. C. J (2009). A motivational perspective on engagement and disaffection conceptualization and assessment of children's behavioural and emotional participation in academic activities in the classroom.*Educational and Psychological Measurement, vol.69,* pp. 493-525.http://dx.doi.org/10.1177/0013164408323233

Uyen, B.P., Tong, D.H., Lien, N.B. (2022). The Effectiveness of Experiential Learning in Teaching Arithmetic and Geometry in Sixth Grade.*Frontier in Education, 7.*http//10.3389/feduc.2022.858631

Uzun, C; &Uygun, K. (2022). The effect of simulation-based experiential learning applications on problem solving skills in social studies education, *International Journal of Cotemporary Educational Research, 9(1),28-38.* https://doi.org/10.33200/ijcer.913068

Woods, T.R. (2011). Experiential Learning and its Influence on Social Change.*College of professional Studies Professional Projects Paper 26.https://epublications.marquette.edu/cgi/viewcontent.cgi?article=1031&context=cps_professional*